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ABSTRACT

This project was designed to demonstrate an effective means of ameliorating the problem of severe underrepresentation of minority faculty members (black faculty members in particular) among active educational researchers in the United States. It sought to address this problem by increasing opportunities for selected faculty in the historically black institutions of the University of North Carolina to engage in educational research, and by increasing the awareness of senior academic officers at those institutions of the types of support faculty must have to conduct research. In addition, the project worked to strengthen a network of existing educational research partnerships among the participating universities, minority educational researchers at universities throughout the United States, and the educational research faculty at the University of North Carolina at Greensboro. Project activities included selection of Educational Research Fellows, a mentorship program, seminars, workshops, and attendance at and participation in education conferences. Workshops focused on effective oral presentation of research findings, writing effective grant proposals and scholarly journal papers, advanced research methods, research use of microcomputers, and structural equation modeling. This final report describes project activities and project evaluation. Appendices contain a list of the Educational Research Fellows, program schedule for a project-sponsored conference, and an evaluation crosswalk document. (JDD)

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FINAL REPORT

TO THE

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

ON

A PROJECT TO ENHANCE THE EDUCATIONAL RESEARCH AWARENESS OF FACULTY

IN THE

HISTORICALLY BLACK INSTITUTIONS

OF THE

UNIVERSITY OF NORTH CAROLINA

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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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October, 1989

Center for Educational Research and Evaluation

University of North Carolina at Greensboro

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Abstract

A PROJECT TO ENHANCE THE EDUCATIONAL RESEARCH AWARENESS OF FACULTY IN THE HISTORICALLY BLACK INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA

The problem this project addressed the severe underrepresentation of minority faculty members (and black faculty members in particular) among active educational researchers in the United States. The project was designed to demonstrate an effective means of ameliorating this problem through faculty development in a consortium of historically black universities and a doctoral-granting university with graduate programs in educational research. The project specifically targeted faculty in four historically black campuses of the University of North Carolina for the purpose of increasing their educational research awareness, participation, and capabilities.

In addition, the project worked to strengthen and enrich a network of existing educational research partnerships among the participating universities, experienced minority educational researchers at universities throughout the United States, and the educational research faculty at the University of North Carolina at Greensboro.

Faculty Fellows from the four participating historically black institutions were nominated by their chief academic officer. Project activities included seminars, workshops and attendance at and participation in the annual meetings of the National Council on Measurement in Education, the American Educational Research Association and the North Carolina Association for Research in Education.

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Executive Summary

A PROJECT TO ENHANCE THE EDUCATIONAL RESEARCH AWARENESS OF FACULTY IN THE HISTORICALLY BLACK INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA

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Project Overview

The goals of this project were to develop, apply, and evaluate a strategy to increase the educational research participation of faculty in the Historically Black Institutions of the University of North Carolina (UNC). If this strategy proved successful, it would be applicable in a variety of settings and could help to ameliorate the nationally pervasive problem of underrepresentation of minorities (and blacks in particular) among active educational researchers.

This project addressed this problem by increasing opportunities for selected faculty in the Historically Black Institutions of UNC to engage in educational research, and by increasing the awareness of senior academic officers at those institutions of the types of support faculty must have to conduct research.

Purpose, Background and Origins

The problem this project addressed is the severe underrepresentation of minority faculty members (and black faculty members in particular) among active educational researchers in the United States. The project was designed to demonstrate an effective means of ameliorating this problem through faculty development within a consortium of Historically Black universities and a doctorate-granting university with graduate programs in educational research.

Four of the University of North Carolina's historically black universities and one doctoral-granting university with a predominantly white student body initiated cooperative work on a project designed to increase the participation of their faculties in the field of educational research. This demonstration project, supported by the Fund for the Improvement of Postsecondary Education (FIPSE) of the U. S. Department of Education, is a model for projects with similar objectives in any research field. The participating institutions were North Carolina A & T State University, North Carolina Central University, Fayetteville State University, Winston-Salem State University, and the University of North Carolina at Greensboro.

In addition, the project worked to establish, strengthen, and enrich a network of existing educational research partnerships among the participating universities (including UNC-Greensboro) and experienced minority educational researchers at universities throughout the United States.

Project Description and Results

To achieve the goal of modifying institutional climates and structures in support of educational research, a Policy Advisory Board was established. This Board was composed of the Vice Chancellors for Academic Affairs and the Deans of Education at the five participating universities. The Board met for an entire afternoon every other month to develop strategies for increasing the institutional support of faculty who desired to engage in educational research and to establish policy guidelines for the operation of the project. The Board proved to be essential in tailoring the activities and structure of the project to the environments of the participating institutions and in developing innovative strategies for adapting institutional resources so as to meet the needs of participating faculty members.

Faculty Fellows from each of the four campuses were paired with mentors from both UNC-Greensboro and other universities. The Fellows designed and conducted educational research projects based on their interests. In addition, they participated in course work, seminars and workshops on various topics such as educational research, measurement, writing for publication, presentation of research findings, etc., to increase their knowledge and activity in educational research. Each 1987-88 and 1988-89 Fellow's name, institutional affiliation, and study title appear in Appendix A.

Preliminary evaluation (completed during the first project year) indicated that interest in attending additional graduate courses was less than anticipated. It also indicated that the mentorship component of the project was effective at the local level, but not at the national level. There was little interaction between participating faculty and mentors at universities outside of North Carolina. Therefore, in planning for continuation of the project, the national mentor component was eliminated, as was formal course work. During its second year, the project included Continuing Fellows who were responsible for developing proposals seeking research funding for individual projects, New Fellows who conducted new research projects, and Senior Fellows who served as mentors for the other two Fellows from their campuses and worked to further research support systems within and between the participating universities. A research seminar was coordinated by Dr. Richard M. Jaeger, Professor and Director of the Center for Educational Research Evaluation, Dr. Rita O'Sullivan, Assistant Professor and project evaluator and Dr. Lloyd Bond, Professor, both of the School of Education.

Through the cooperation of faculty at the various institutions, participation in the annual meetings of both the American Educational Research Association and the National Council on Measurement in Education, the participants not only increased their own research participation, but developed strategies that could be

used by other minority faculty to follow. A strong network evolved that will enhance the likelihood that minority faculty members will actively engage in educational research. Two state conferences were held to present the research findings of the participants to non-participating faculty from colleges and universities across North Carolina. Copies of the letter of invitation as well as the Conference program are included in Appendix B. Videotapes of these conferences were made available through two educational research journals.

The project evaluator, Dr. Rita O'Sullivan, in collaboration with the professional project staff, designed the evaluation for the project. Evaluation questions were organized hierarchically and placed in a evaluation crosswalk that linked evaluation questions with data collection sources. The details of the evaluation plan are portrayed in the crosswalk contained in Appendix C.

There was one graduate assistant and part-time secretary employed each year to assist in the coordination of project activities and clerical support. The overall budget for the project (over a two-year period) was $147,560.00.

Summary and Conclusions

This project was of great educational value to all of its participants, including the project director and members of the Policy Advisory Board. It demonstrated that a consortium of universities with diverse missions, differing histories, and differing racial compositions can work together to their mutual benefit, strengthening the research capabilities and research involvement of their faculties in the process. However, institutional commitment and the commitment of senior university officers is essential to the success of such a project. The project is a model, but not a prescription, for cooperative faculty development in other fields and other settings; institutions employing this model will have to adapt it to their particular needs and their environments.

Appendices

The following information can be found in the appendices following the final report: Appendix A contains the names and institutional affiliation of the 1987-88 and 1988-89 Educational Research Fellows and their study titles. Appendix B contains the letter of invitation and program schedule for the Second Annual North Carolina Conference on Educational Research in Historically Black Universities. Appendix C contains the evaluation crosswalk document.

FINAL REPORT
TO THE
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION
ON
A PROJECT TO ENHANCE THE EDUCATIONAL RESEARCH AWARENESS OF FACULTY IN THE HISTORICALLY BLACK INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA
1987-1989

Project Overview

The Goals of the Project and the Problem Addressed

The goals of this project were to develop, apply, and evaluate a strategy to increase the educational research participation of faculty in the Historically Black Institutions of the University of North Carolina (UNC). If this strategy proved successful, it would be applicable in a variety of settings and could help to ameliorate the nationally pervasive problem of underrepresentation of minorities (and blacks in particular) among active educational researchers.

This project addressed this problem by increasing opportunities for selected faculty in the Historically Black Institutions of UNC to engage in educational research, and by increasing the awareness of senior academic officers at those institutions of the types of support faculty must have to conduct research.

Characteristics of the Participating Institutions

Five universities participated in this project. Four Historically Black Universities: Fayetteville State University, a Comprehensive University I (in the Carnegie Classification) with an enrollment of 2,921 students in 1986; North Carolina Central University, a Comprehensive University I with an enrollment of 4,988 students in 1986; North Carolina A&T State University, a Comprehensive University I with an enrollment of 5,865 students in 1986; and Winston-Salem State University, a Comprehensive University II with an enrollment of 2,590 students in 1986. Black students composed between 74 percent and 85 percent of the enrollments of these universities in 1986. The fifth university participating in this project was the University of North Carolina at Greensboro, a Doctorate Granting II University with a 1986 enrollment of 10,382 students. The project was directed by faculty affiliated with the Center for Educational Research and Evaluation of the University of North Carolina at Greensboro.

Purpose

The problem this project addressed is the severe underrepresentation of minority faculty members (and black faculty members in particular) among active educational researchers in the United States. The project was designed to demonstrate an effective means of ameliorating this problem through faculty development within a consortium of Historically Black universities and a doctorate-granting university with graduate programs in educational research. The project specifically targeted faculty in four Historically Black campuses of the University of North Carolina for the purpose of increasing their educational research awareness, participation, and capabilities.

In addition, the project worked to establish, strengthen, and enrich a network of existing educational research partnerships among the participating universities (including UNC-Greensboro) and experienced minority educational researchers at universities throughout the United States. This was accomplished through project components such as mentorships and attendance at national professional meetings.

This report contains descriptions of the project participants and each project activity for the years August 1, 1987 - August 1, 1989, in addition to the results of a formal project evaluation.

Project Description

The Educational Research Fellows

Eight faculty members, termed Educational Research Fellows, participated in this project during its first year. All eight of the 1986-87 Educational Research Fellows who had been participants in an earlier project with similar objectives elected to participate in this project during its first year (1987-88). Each Fellow continued to develop his or her research project and to take advantage of the components of the project described below, as appropriate to his or her needs. Five of the Fellows were employed in Schools of Education, one was in a department of criminal justice, one was in a department of mathematics, and one was in a department of chemistry. Six of the Fellows were women and two were men; seven were black and one was white. Seven of the Fellows held doctorates and one was completing a doctoral dissertation. Seven were assistant professors and one was an associate professor. Each 1987-88 Fellow's name, institutional affiliation, and study title appear in Appendix A.

During the second year (1988-89), in an effort to create a locus of educational research activity within each participating university, one senior faculty member at each Historically Black University was recruited to assist research begun by four Continuing and four New Fellows.

Each Continuing and New Fellow continued to develop or initiated a 5 research project and took advantage of the components of the project described below, as appropriate to his or her needs. Three of the 1988-89 Fellows are employed in Schools of Education, one is in a Department of Chemistry, one is in a Department of Sociology, one is in a Department of Social Science, one is in a Department of Health and Physical Education, and one is in a Department of Public Health and Physical Education. Six of the Fellows are women and two are men; all are black. Seven of the Fellows hold doctorates and one is currently completing a doctoral dissertation. Seven are assistant professors and one is an associate professor. Each 1988-1989 Fellow's name and institutional affiliation appears in Appendix A. Titles of research studies for each New and Continuing Fellow are also included.

Mentorship Program

The mentorship program was carefully evaluated after the pilot-study project conducted during 1986-1987. Based on the evaluation results, a number of changes were made in the mentorship program for the 1987-1988 project year. Dr. Marilyn Haring-Hidore, the Mentorship Coordinator, recommended changes in the conceptual framework of the program, in personnel, and in procedures. The suggested changes were reviewed by project staff and made a part of the program.

The first-year evaluation suggested that, for many of the Fellows, their mentoring relationships had been more general and less focused than would be desirable. Dr. Haring-Hidore prepared a training paper for the UNCG mentors to assist them in conceptualizing the specific needs of their Fellows. The paper described a theoretical framework, based on empirical research, that was intended to help mentors develop understanding of the needs of the majority of Fellows. Dr. Haring-Hidore recommended that Fellows be given the opportunity to select new mentors if they wished, that mentors become much more active in providing research support, and that procedures be implemented to encourage frequent mentor-Fellow contact.

In order to facilitate communication and to provide more immediate responses to questions or requests, Dr. Rita O'Sullivan, Project Evaluator, became the primary

staff liaison with four Fellows during the 1986-1987 project year: Drs. Wilson, Ellis, and Walter and Ms. McCarter. Also during that year, Dr. Richard M. Jaeger, Project Director, became the primary staff liaison with the remaining four Fellows: Drs. Boger, Harper, Gravely, and Coppock. Each of the Fellows was given the opportunity to continue working with the UNCG-based mentor from the pilot program or to request a new assignment. Six Fellows chose to retain their original mentors; two Fellows requested new mentors: Dr. Charlotte Boger was assigned to Dr. Treana Adkins and Dr. Bertram Coppock was assigned to Dr. Richard Jaeger. Dr. Barbara Ellis did not request a formal change in mentors, but she relied heavily on Dr. O'Sullivan to review her work and suggest modifications.

As was the case during the first year of the project, each New and Continuing Fellow was paired with an experienced, productive, educational or social science researcher who was on the UNC-Greensboro faculty, for the project year 1988-1989. Each UNCG mentor provided substantive, procedural and methodological consultation to his/her Fellow, in addition to encouragement and motivational support.

Dr. Edwin Bell served as the 1988-1989 Mentorship Coordinator. There were more contacts between the Senior Educational Research Fellows and the respective Continuing Fellows than between the Continuing Fellows and their mentors. The primary reasons for this difference in amount of contacts were as follows: (1) the involvement of a Senior Fellow on each campus seemed to make mentoring more accessible and (2) the Continuing Fellows experienced an increase in administrative responsibilities which made contact with mentors located on another campus more difficult. Contacts between mentors and New Fellows were more frequent than were contacts between mentors and Continuing Fellows.

1989 Educational Research Fellows and their respective mentors and Senior Fellows were as follows:

Education Research Fellow and University	Mentor
North Carolina A&T State University	
Dr. Deborah Callaway, New Fellow	Dr. Thomas Martinek, UNCG
Dr. Etta Gravely, Continuing Fellow	Dr. Gary Grandon, UNCG
	Dr. Robert Davis, Senior Fellow NC A & T State University

Fayetteville State University	Mentor
Dr. Nosa Obanor, New Fellow	Dr. Keith Howell, UNCG
Dr. Charlotte Boger, Continuing Fellow	Dr. Treana Adkins, UNCG
	Dr. Ladelle Olion, Senior Fellow, Fayetteville State University
North Carolina Central University	
Dr. Robert Creecy, New Fellow	Dr. David Pratto, UNCG
Dr. Janice Harper, Continuing Fellow	Dr. Ada Vallecorsa, UNCG
	Dr. Waltz Maynor, Senior Fellow, North Carolina Central University
Winston-Salem State University	
Ms. Deborah Daniels, New Fellow	Dr. David Reilly, UNCG
Dr. DeLayne Shah, New Fellow	Dr. Jack Bardon, UNCG
	Dr. Wilveria Atkinson, Senior Fellow, Winston-Salem State University

Dr. Marilyn Haring-Hidore, former Mentorship Coordinator and Dean of the School of Education at the University of Massachusetts, conducted a Mentor Training Workshop in October 1988. She provided instruction on mentoring strategies for the Continuing Fellows, the Senior Fellows and the UNC-Greensboro faculty mentors during the workshop.

1987-1988 Workshops

Workshop on Oral Presentation of Research Findings

On Saturday, March 26, 1988 Dr. James Impara and Dr. Donata Renfrow presented a day-long workshop on Effective Oral Presentation of Research Findings at Winston-Salem State University. Over the last few years, Dr. Renfrow and Dr. Impara have presented similar workshops at several AERA annual meetings, and

have received positive responses from those attending. Their workshop was commissioned for this project so as to permit the Educational Research Fellows, and some of their faculty colleagues, to develop paper presentation skills in a supportive environment.

The Vice-Chancellor for Academic Affairs from each participating Historically Black University was asked to nominate three faculty members, in addition to the FIPSE Educational Research Fellows at each institution, who were then invited to participate in the workshop. Thirteen faculty members from the participating institutions attended the workshop. The workshop focused on effective oral communication skills, structuring of effective presentations, use of visual reinforcers, and framing informative responses to questions. During the course of the workshop, those who wished to do so had the opportunity to present portions of the papers they were preparing for the 1988 AERA Annual Meeting or for the Statewide Conference on Educational Research in Historically Black Universities to the presenters and to an audience for feedback.

Workshop on Writing Effective Grant Proposals for Research

On May 16 and 17, 1988, Dr. Eva Baker (Co-Director of the Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California at Los Angeles) presented a workshop on Securing Extramural Support for Educational Research. The workshop was held on the campus of North Carolina Central University in Durham, North Carolina. Dr. Baker has a strong national reputation for her ability to secure and administer funds to support an active research program. The current annual budget of the CRESST Center exceeds $2,000,000.

As was the case for the workshop on Effective Oral Presentation of Research Results, the Vice Chancellors for Academic Affairs at the four participating institutions were asked to nominate three faculty, in addition to the Educational Research Fellows, to participate in this workshop. Whenever possible, faculty in addition to the Fellows have been asked to participate in project activities in order to extend its benefits as broadly as possible.

Workshop on Writing for Publication in Scholarly Journals

On May 18 and 19,1988, a workshop on Writing for Publication in Scholarly Journals was presented at North Carolina Central University for the benefit of the Fellows and the additional faculty who were nominated by the four Vice

Chancellors for Academic Affairs. The workshop leader was Dr. Walter Doyle, Associate Editor of the *American Educational Research Journal*, and a prominent researcher on teacher education. Dr. Doyle was widely sought as a workshop leader because of his extensive experience in editorial positions for a variety of educational research journals. At least half of the Fellows attended the minicourse on research publishing offered at the 1988 AERA Annual Meeting, and this two-day workshop built on that foundation. The timing of the workshop was excellent, in that a majority of the Fellows had presented papers on their research projects twice and all had presented at least once, either at national or state professional meetings. The next logical step in the research process was to prepare a paper for publication. The two-day workshop provided many of the needed to translate the work Fellows' into publishable form.

1988-1989 Workshops

Seminar on Advanced Research Methods

On November 5 and December 3, 1988, and January 14, February 4, and March 11, 1989 meetings of a Seminar on Advanced Research Methods were held on the UNCG campus. Instruction and use of facilities and resources were provided as part of UNC-G's contribution to the project.

All New and Continuing Educational Research Fellows participated in the seminar. Participation by the Senior Fellows was voluntary. The seminar was led jointly by Dr. Richard M. Jaeger, Project Director; Dr. Rita G. O'Sullivan, Project Administrative Coordinator and Evaluator; and Dr. Lloyd Bond, Professor of Educational Research and Evaluation. The seminar provided each Fellow with guidance on the design, development, and implementation of his/her research project. At every meeting of the Seminar, Fellows gave brief reports on the status of, and planned next steps in, the development of their research projects. Following individual reports, seminar leaders guided the participants in a detailed, methodology-focused analysis of four projects at each Seminar meeting. A different set of projects was discussed at each meeting, which ensured that each Fellow's research project was analyzed intensively at least once every six weeks. These analyses were used by the instructors as vehicles for discussion of generalizable methodological strategies for research project design, research proposal development, data collection procedures, data editing and reduction procedures, and the appropriate use of various quantitative and qualitative data-analytic tools.

These meetings also permitted exchanges among project staff and Fellows concerning planned Project activities.

Workshop on Research Use of Microcomputers

Mr. Gerald Donnelley, Director of Computer Education, High Point City Schools, High Point, North Carolina, conducted an all-day workshop on Microcomputers in Research, on Saturday, November 19, 1988. This workshop was attended by six of the Educational Research Fellows. Techniques for using IBM-compatible microcomputers and Macintosh microcomputers were taught. Participants learned to use microcomputers to complete the following research tasks: (1) word processing, (2) project planning (PERT charting), (3) statistical analysis, (4) graphics production, (5) spreadsheet budget analysis, and (6) data-base management. An evaluation of this workshop is summarized in a later section of this report.

Workshop on Structural Equation Modeling with LISREL

Professor Leslie Hayduk of the University of Alberta, Canada, conducted a workshop on Structural Equation Modeling with LISREL. The workshop was held at UNCG from Tuesday, February 21 through Friday, February 24, 1989. The workshop was opened to other faculty at the participating universities (including UNCG faculty), but was limited to 25 participants. Six Educational Research Fellows attended this workshop. The workshop offered instruction in structural equation modeling, a procedure that incorporates a very general approach to the analysis of data collected in field-based (non-experimental) research studies. In addition to FIPSE, funding for the workshop was provided by five academic units at UNCG, since funds in the project budget were not sufficient to cover the costs of a four-day workshop. An evaluation of this workshop is summarized in a later section of this report.

Workshop on Writing for Publication in Scholarly Journals

On May 17 and 18, 1989, a workshop on Writing for Publication in Scholarly Journals was conducted at North Carolina A&T State University for the benefit of the Fellows and additional faculty who were nominated by the Vice Chancellors for Academic Affairs at the four participating Historically Black universities. The workshop leader was Dr. Hilda Borko, Editor of the *American Educational Research Journal* and Professor at the University of Maryland. Six Educational Research

Fellows and eight additional faculty members participated in the workshop. An evaluation of this workshop is summarized in a later section of this report.

Participation in the North Carolina Association for Research in Education (NCARE)

The Annual Meetings of the North Carolina Association for Research in Education (NCARE) were held in Raleigh, NC, on Wednesday and Thursday, February 17 and 18, 1988 and Thursday and Friday, March 2 and 3, 1989. Four of the eight Fellows attended the 1988 annual meeting and one presented a paper to an audience of approximately 25. In the context of the individual paper sessions at this meeting, this represented excellent attendance. Audience responses to the paper and the subsequent discussions were lively and productive.

To encourage active participation by the 1988-1989 FIPSE Fellows, a copy of the 1989 NCARE "Call for Papers" was sent to each Educational Research Fellow. Two Fellows presented the following research papers at the conference: "A Model for Evaluating the Student Teaching Experience at North Carolina Central University" and "A Design for a study to Determine Perceptions of Student Teachers Regarding Their Professional Educational Training and Field Experience".

Participation in the American Educational Research Association (AERA)

The Annual Meetings of the American Educational Research Association (AERA) were held in New Orleans from April 5-9, 1988 and in San Francisco from March 24-31, 1989. All eight Fellows attended the 1988 meeting, and five of the eight (Etta Gravely, Merdis McCarter, Barbara Ellis, Bertram Coppock, and Charlotte Boger) presented papers at a symposium entitled "Program Evaluation Efforts at Four Historically Black Campuses of the University of North Carolina: Different Approaches for Different Needs," held on Saturday, April 9.

A second symposium, organized by Dr. Richard Jaeger under the title "Increasing the Educational Research Participation of Faculty in the Historically Black Campuses of the University of North Carolina," was held on Friday, April 8, 1988. At that symposium, five of the project staff (Richard Jaeger, Edwin Bell, Marilyn Haring-Hidore, Rita O'Sullivan, and Cynthia Cole) presented papers covering different aspects of the project. Copies of these papers were provided to FIPSE last year.

All Fellows attending the AERA meeting were provided with tickets to an excellent minicourse on Publishing in Scholarly Journals. The staff and a national

faculty of senior black educational researchers were available for consultation, and to introduce the Fellows to colleagues working on research topics of shared interest.

Seven Educational Research Fellows attended the 1989 annual meeting. The following seminars were developed to maximize the benefit Fellows would receive by attending the AERA Annual Meeting.

Seminar with Association Presidents and Leading Researchers

On Tuesday, April 5, 1988 and Monday, March 27, 1989 (the first evenings of the 1988 and 1989 Annual Meetings of the American Educational Research Association and the National Council on Measurement in Education), seminars and receptions were held to facilitate the FIPSE Fellows' participation in the balance of the meeting. Both receptions were intended to introduce the Fellows to leading educational researchers at the beginning of the meetings, so that they might have the time to pursue opportunities for building professional networks. Each was also intended to give the Fellows an overview of the nature of the organizations represented, and of the meetings themselves, so that they might make best use of the time available to attend sessions and to schedule individual meetings with other researchers. On both occasions the Presidents, Program Chairs, and the Executive Officer of the American Educational Research Association and the National Council on Measurement in Education made brief presentations to the Fellows about the organizations, their roles, and the modes of participation that were open to the Fellows. Following these introductory remarks, the Fellows took a few minutes to introduce themselves and to describe their research projects. The remainder of each evening was spent in informal conversation with the invited guests, and with appropriate introductions and consultations facilitated by the project staff.

Working Seminars on Fellows' Research Projects

Two additional working seminars were held on the second and fourth nights of the annual meeting of the American Educational Research Association each year. On April 6, 1988, Professors Lloyd Bond and Carol Camp Yeakey met with the Fellows to provide consultation on their projects and on April 8 Professors Edmund Gordon and Sylvia Johnson met with the Fellows. Immediately following the Friday night seminar, Drs. Gordon and Johnson escorted the Fellows to a concurrent meeting of the AERA Special Interest Group: Research Focus on Black Education.

In 1989, two working seminars were also held for the Fellows on the second and fourth nights of the Annual Meeting of the American Educational Research

Association. On Tuesday, March 28, 1989, Drs. Sharon Nelson-LeGall and William Boyd met with the Fellows to provide consultation on their projects and on Thursday, March 30, Drs. Lloyd Bond and Carol Camp Yeakey consulted on the Fellows' research projects and later escorted the Fellows to a concurrent meeting of the AERA Special Interest Group: Research Focus on Black Education.

Several weeks before each annual meeting, the Fellows and these national faculty members exchanged vitae, and the national faculty were provided with brief descriptions of the Fellows' research projects. The Fellows were asked to read the vitae of the national faculty carefully so that they would be prepared to make the best use of their consultation time.

First and Second Annual North Carolina Conferences on Educational Research in Historically Black Universities

On Friday, April 22, 1988 , the First Annual North Carolina Conference on Educational Research in Historically Black Universities was held at North Carolina A&T State University. On Friday, April 14, 1989, the Second Annual North Carolina Conference on Educational Research in Historically Black Universities was held at Fayetteville State University. The conferences had a number of purposes. Each served as a natural deadline for the completion of a significant body of work for the Fellows. They also served several important dissemination purposes. They each involved a large group of educational researchers in this aspect of the project, both directly and indirectly. Those who attended the conferences are now likely to be more aware of the importance of participation in research by faculty in Historically Black universities. Videotapes of the proceedings of the first conference were provided to each Historically Black Institution in the state of North Carolina, and their availability was advertised nationally.

Because the 1989 conference was the second and final conference funded through this project, the Vice Chancellors for Academic Affairs at the participating universities chose to direct attention to the need for further funding at those institutions to support educational research. The Vice Chancellors participated in a panel presentation during the conference entitled "Opportunities and Challenges to Educational Research in the Historically Black Institutions of the University of North Carolina". During this presentation, the Vice Chancellors indicated the critical need for future projects of this type. Specifically, they noted the FIPSE-supported project's success in providing their individual faculty participants (Educational Research Fellows) with research experience, networking, help in

meeting promotion and tenure criteria for junior faculty, and overall awareness of research possibilities in their respective fields. Further, the project provided junior faculty with senior faculty members who served as role models (Senior Educational Research Fellows were in this role). Respondents to the Vice Chancellors' panel discussion represented the North Carolina General Assembly, Office of the Governor, General Administration of the University of North Carolina, and the Fund for the Improvement of Postsecondary Education, U.S. Department of Education. A videotape of the conference proceedings will be provided to each Historically Black Institution in North Carolina, and the availability of the videotape will be advertised nationally.

Over 1800 personal invitations to the 1988 conference were mailed to appropriate faculty at the constituent institutions of the University of North Carolina and to faculty at all Historically Black private colleges and universities in North Carolina. Flyers were also widely distributed for posting at the same institutions. Approximately 250 people attended the conference.

Over 2000 personalized invitations to the second and final conference were mailed to appropriate faculty at the constituent institutions of the University of North Carolina and to faculty at all Historically Black private colleges and universities in North Carolina. Copies of the letter of invitation, and Conference program are included in Appendix B. Approximately 100 people attended the conference.

The Policy Advisory Board

A Policy Advisory Board for the project provided excellent guidance during the 1987-88 and 1988-89 academic years. Following the bimonthly meetings of the 1986-1987 pilot study, it was possible to reduce the number of Policy Advisory Board meetings held, because most major policy decisions had already been formulated.

There were two formal meetings of the Board in 1987-88. The first, held on March 17, 1988, was called to review proposed changes in project activities for the 1988-89 academic year. The second was held on April 22 at a luncheon meeting during the first Conference on Educational Research in Historically Black Universities. The Policy Advisory Board was asked to respond to a draft of the continuation grant proposal that had been mailed to them previously, and Vice Chancellors for Academic Affairs at all participating universities had an opportunity to present each of the Fellows from their university with a plaque recognizing her/his participation in the project.

There were three formal meetings of the Board in 1988-89. The first, held on Wednesday, November 30, 1988, was called for three purposes: 1) to plan the Second Annual Statewide Conference on Educational Research in Historically Black Universities; 2) to plan for a proposed 1989-1992 FIPSE Project: A Multi-Institutional Project to Increase Minority Students' Access and Success in Educational Research Graduate Programs; and, 3) to present a progress report on the current project. The second meeting was held on Wednesday, March 15, 1989. The purposes of this meeting were: 1) to discuss a FIPSE Dissemination Proposal; 2) to give an update on the status of the current project; 3) to plan for the Vice Chancellors symposium at the statewide conference; and, 4) to develop proposals for future state support. The final Board meeting was held on April 14 during the Second Conference on Educational Research in Historically Black Universities. The Policy Advisory Board was asked to reflect on the FIPSE project and to suggest modifications for future replications. The Vice Chancellors for Academic Affairs at each participating university presented each of their respective Fellows with a plaque recognizing her/his participation in the project.

Repositories of Research Guidelines in Participating Universities

To further increase the likelihood that the activities and benefits of this project will continue beyond the period of FIPSE support, repositories of research guidelines and materials were established at each of the participating Historically Black universities . These materials derived from each of the project workshops held between May 1988 and August 1989. The repositories house materials on making effective oral presentations of research findings, materials on using microcomputers in educational research, materials on writing for publication in scholarly research journals, and materials on using linear structural models in the analysis of educational research data. Suitable physical facilities for these repositories have been provided by the four Historically Black universities that participated in the project.

***Report on Education Research* Newsletter**

The bi-weekly newsletter *Report on Education Research* was distributed to the Fellows during the 1988-89 project year. This newsletter contains information on the results of some significant research studies, information on trends in funding for educational research, and announcements of federal competitions for research funding in education.

Project Results and Evaluation Activities During 1988-89

Evaluation Design and Program

The project evaluator, Dr. Rita O'Sullivan, in collaboration with the professional project staff, designed the evaluation for the project. Evaluation questions were organized hierarchically and placed in an evaluation crosswalk that linked evaluation questions with data collection sources. The details of the evaluation plan are portrayed in the crosswalk contained in Appendix C. A synopsis of the evaluation plan follows.

Project objectives were divided into two categories Educational Research Fellowships; and increasing the educational research awareness of the faculty members in the Historically Black Institutions of the University of North Carolina. For each category, evaluation questions were further organized to reflect three evaluative dimensions: documentation of project activities, improvement of project operations (formative evaluation), and assessment of project outcomes (summative evaluation).

Documentary evidence of project activities was collected through systematic recording of information on project correspondence and activities. All meetings of the Policy Advisory Board members, Educational Research Fellows, and project staff members included a recorder, whose meeting notes were placed on file. Telephone logs and notes on meetings involving individual project staff members and Educational Research Fellows were also retained.

Formative evaluation focused on detecting problems early in the project so as to effect timely solutions and contribute to the achievement of the project's objectives. In October 1988 a needs assessment was conducted with the Educational Research Fellows. The purposes of the needs assessment were to: ensure that the planned workshops (uses of Microcomputers in Educational Research, Structural Equation Modeling with LISREL, and Writing for Publication) would meet individual Research Fellows' needs; that the Seminar on Advanced Research Methods was designed to best promote progress on educational research projects; that Fellows' research interests would match those of proposed mentors'; and that the scheduling of events was as conflict-free with Fellows' schedules as possible. The Seminar on Advanced Research Methods met five times from November 1988 through March 1989 and proved to be an excellent vehicle for communication among project staff and New and Continuing Educational Research Fellows. Since the Project Director and Project Evaluator shared leadership of the Seminar, they

were able to hear periodically from the Fellows and to fine-tune project operations based on this direct contact. Mentors' contacts with Educational Research Fellows were monitored via a mentorship log, and the Mentorship Coordinator assumed responsibility for facilitating the mentoring relationships when needed. In November 1989, during the first meeting of the Policy Advisory Board, a time was set aside to present project accomplishments, and a written evaluation was conducted to solicit suggestions for future Policy Advisory Board action. Written mid-project evaluations were sent to all of the Educational Research Fellows and Policy Advisory Board members.

Summative evaluation of the project centered on increasing the Educational Research Fellows' scholarly productivity and increasing the educational research awareness of other faculty at the Historically Black campuses of the University of North Carolina. Although these outcomes are not directly measurable, some indices are available. The following summative evaluation indices are included in the evaluation plan: the perceptions of the Educational Research Fellows, Mentors, and Policy Advisory Board members regarding the attainment of these outcomes; and participants' evaluations of the statewide educational research conference and of workshops on uses of Microcomputers in Educational Research, Structural Equation Modeling with LISREL, and Writing for Publication. Summative evaluations from Policy Advisory Board members and Senior Educational Research Fellows were gathered at the final Policy Advisory Board meeting that coincided with the Second Annual North Carolina Conference on Educational Research in Historically Black Universities. Mentors responded to a written evaluation survey and new and continuing Educational Research Fellows were interviewed by telephone for their final project assessments.

Evaluation Results, 1988-89

Documentary evidence of project activities was summarized in the preceding section of this report entitled "Current Project Activities." This section of the report summarizes evaluation data collected during the course of the project.

Overall Progress in Meeting Project Goals

The six Policy Advisory Board members (representing all five participating institutions) who responded to the Mid-Project Evaluation in March 1989 rated overall progress of the project in meeting its goals as excellent (4) to good (1) with one member citing scheduling conflicts leading to limited project involvement as a reason for non-response. Three of the four Senior Educational Research Fellows responding to the same question also rated progress toward goals as excellent (1) to good (2). Five mentors (out of eight) responded that the project's progress toward its goals since September 1988 was excellent (1) to good (3) to fair (1). The mentor who responded that progress was fair had not met often with his Fellow that project year but had extensive contact with her the previous year. The mentor indicated that the Fellow was extremely busy with other university responsibilities and was in the process of preparing her tenure and promotion documents. Six of the eight New and Continuing Educational Research Fellows stated in the final evaluation that progress toward attaining project goals was excellent (4) to good (2).

Mentorships

Five of the eight Mentors responded to an evaluation survey in March - April 1989. Since the academic year ended in May 1989, their responses are summative in nature. All five reported having contact with the Educational Research Fellows with whom they were matched. Four of the five listed six to eight contacts with Fellows. Three of the Mentors felt that their expectations had been met; one said that expectations had been exceeded in the fall but not in the spring due to lack of structured contact times and specific purpose; and one mentor said that expectations had not been met. Those Mentors reporting consistent contact with Fellows throughout the academic year tended to express a more positive match between their expectations and experience. Three of the Mentors expressed concern about conflicting demands on the Fellows' time; one suggested that Fellows be more available to become actively involved with the research process. According to the Educational Research Fellows, collaboration between Mentors and Fellows was active and productive in five of the eight cases. In one case, the Fellow was late to the project and sufficient time during the academic year was not available with her Mentor. One of the Fellows identified collaborative research with her mentor as the most positive experience of the project. The mentorship success rate for the project has progressively improved over the three-year evolution of the mentorship component.

From the perspective of the New and Continuing Educational Research Fellows, two Fellows rated the mentorship program as excellent, three assessed it as good and one as fair. Of the remaining two Educational Research Fellows one entered the program late and did not feel that she had participated sufficiently in that component of the program, although she did state that, through the program, a mentor had reviewed a manuscript for her. The eighth Fellow thought that the mentorship component was the weakest program aspect and included improvement of that component among her recommendations for similar programs. Other comments made about the mentorship program were: "The match-up for me was perfect. He was patient. He taught me a lot. I hope to continue the relationship." "I received a lot of support - assistance emotionally and statistically." "Contact with experienced researchers could have had some more structure to requirements of sessions." "Concept good. I always felt I was imposing on my mentor. She was helpful but I got the feeling I was bothering her. She answered my questions, but I didn't always call when I wanted to. I would rather have the opportunity to pick my own mentor or establish this kind of relationship with someone who is looking for a protegee. In other words, two people working cooperatively."

Senior Research Fellowships

Three of the four Senior Research Fellows responded to an evaluation survey in March - April 1989 identical to the one sent to the Mentors. Since their roles were similar to the mentors, their responses are also summative in nature. One Senior Fellow was very satisfied with his project participation, another was not very satisfied due to other responsibilities, and the third said that his participation had been limited, also due to other responsibilities, but that he was very satisfied with the participation that had occurred. Two of the four had regular contact with the Fellows on their home campus. All three attended the initial orientation meeting for Fellows and the Mentor orientation. One Senior Fellow was very active in project activities. In addition to the two initial meetings, he attended two of the workshops and the NCARE and AERA meetings. In his own words, "As a Senior Fellow in the project, my awareness of the need to use educational research has been enhanced. The FIPSE Project will assist us with establishing a teacher training program based on current research. Thank you very much for asking me to serve as a senior fellow and involving members of the department as Fellows."

Needs Assessment and Institutional Support

Summative data concerning needs fundamental to enhancing educational research activities among faculty at the Historically Black Campuses of the University of North Carolina were collected on April 14, 1989 during the Second Annual North Carolina Conference on Educational Research in Historically Black Universities. During the Conference, Dr. Alex Johnson, Vice Chancellor for Academic Affairs at Winston-Salem State University presented a statement of "Goals Related to Extending Activities after the Funding Period" on behalf of the Policy Advisory Board. In that statement, Dr. Johnson identified eight activities emerging from the "substantial progress experienced with the FIPSE Project," that reflected senior administrators' (Policy Advisory Board members) views of their institutions' current needs to enhance educational research participation. The activities were: 1) establishing a network of noted educational researchers with whom faculty could collaborate; 2) supporting travel, temporary services and released-time for research proposal development; 3) strengthening faculty research skills through workshops, seminars, and conferences; 4) continuing the Senior Fellow component; 5) supporting professional research organization participation; 6) expanding computer resources; 7) providing clerical and technical support; and 8) identifying an existing organization/research center to serve as an educational research clearinghouse. The full text of the one page statement is appended to this report with other evaluation materials.

In addition to the formal presentation of the statement at the Conference, Educational Research Fellows and Policy Advisory Board Members were invited to make summative comments about the project at the meeting of the Policy Advisory Board that coincided with the Conference. Nine of the 12 Educational Research Fellows were in attendance. Three of the Fellows identified insufficient time as a major constraint to conducting research. Supporting this, two of the Fellows were newly appointed directors of teacher education, one was a department head, and one was chairing the university self-study reaccreditation committee.

As of the beginning of the Fall 1989 semester, none of the eight New or Continuing Fellows could identify direct support from their institutions for conducting additional research.

Microcomputer Workshop

The workshop on using microcomputers in educational research was attended and evaluated by six Educational Research Fellows. Three of the Fellows identified the hands-on experience and demonstration of programs as most helpful to them, two Fellows thought the entire workshop was helpful, and one particularly liked the database and spreadsheet programs demonstrated at the workshop. Suggestions for improvement for future workshops uniformly identified the lack of time in the one-day format and asked for more time to be scheduled.

Workshop on Structural Equations with LISREL.

This workshop was limited to 25 participants. Evaluations were mailed to participants after the four-day workshop and 13 were received. Ten participants rated the workshop as excellent, citing most often Professor Hayduk's command of the material and his ability to communicate it as the strongest aspect of the workshop. The three participants who rated the workshop good to fair identified the weakest aspect of the workshop as the lack of specific applications using the technique.

Writing for Publication Workshop

Four Educational Research Fellows and five invited faculty members from the participating institutions evaluated the workshop. Respondents identified the following aspects of the workshop as most helpful:

Aspect	Frequency of Identification
Discussion of manuscript review process	7
Using reviewers comments to improve articles	4
Identification of journal characteristics	2
Printed materials received	2
Use of sample articles with comments	1
Informal manner of presentation	1
Knowledgeable & helpful consultant	1
Presentation from editor's point of view	1
All information	1

Six participants identified a videotape as the weakest aspect of the workshop. Their recommendation was to shorten the videotape. Three of the invited faculty who

were in academic areas other than education asked that more care be given to presenting information relevant to their respective disciplines. One invited faculty member said, "Though my area is not in Education and I am not interested necessarily in conducting educational research, I found general information and concepts most helpful."

Attendance at NCARE and AERA Annual Meetings

For those Educational Research Fellows able to attend, sponsored participation in the two professional meetings was a very positive aspect of the project. Attendance at the AERA annual meeting was rated as excellent by four of the Fellows, as very good by one, and as good by the remaining two Fellows. One of the Fellows said the meeting was the "highlight of activities." Two of the Fellows were asked to review paper proposals for 1990 annual meetings as a result of their professional meeting attendance. One of the Fellows was definitely planning to attend the 1990 AERA annual meeting in Boston, one had a scheduling conflict and would not be able to attend, and one said that she might attend. Five expressed an interest in attending but cited lack of travel funds as a problem.

Recommendations for Future Programs

The eight New and Continuing Educational Research Fellows were asked for their recommendations concerning the conduct of similar project in the future. Their comments are quoted below:

More of the same. Continued commitment from the institutions.

Get a serious commitment in writing from participating schools. The Fellows should have a role in selection of faculty serving as mentors and Senior Fellows. Line-item a budget for research activities for Fellows (salary for graduate assistants, stamps, ERIC searches).

Be careful of mentoring match-up. Time was restricted. If work continues on predominantly Black campuses, there should be some released time and support from superiors is a must.

Overall thrust of the program was very good. Following same pattern would be excellent.

I don't know if I would really have any recommendations.

Highly recommend the program. More support from university needed. Actually writing grant proposals and publications. Would be happy to tie in anyway with any future activities.

Involve participants with planning process and proposal writing.

Read problems and try not to make same mistakes. Address mentoring component. Include participants in the decision-making process. Fellows should meet with Policy Advisory Board. Plans didn't address needs. Communication was poor after Policy Advisory Board meetings. Changes as a result of meetings weren't well communicated.

Summary and Conclusions

This project was of great educational value to all of its participants, including the project director and members of the Policy Advisory Board. Consortia of universities with diverse missions, differing histories, and differing racial compositions can work together to their mutual benefit, strengthening the research capabilities and research involvement of their faculties in the process. However, institutional commitment and the commitment of senior university officers is essential to the success of such a project. The project is a model, but not a prescription, for cooperative faculty development in other fields and other settings; institutions employing this model will have to adapt it to their particular needs and their environments.

1987-88 Educational Research Fellows and Their Research Study Titles

Etta Gravely, North Carolina A&T State University. Research study title: Evaluation of a Preparatory Chemistry Course at a Historically Black Institution.

Merdis McCarter, Winston-Salem State University. Research study title: Faculty Perceptions of Institutional Goals and Faculty Influence at a Historically Black State University.

Barbara Ellis, North Carolina Central University. Research study title: An Exploratory Study of an Academic Retention Program for University Freshmen.

Bertram Coppock, Fayetteville State University. Research study title: An Assessment of Teacher Preparedness for Meeting the Educational Needs of Culturally and Ethnically Diverse Behaviorally/Emotionally Handicapped Children.

Charlotte Boger, Fayetteville State University. Research study title: The Effects of Teaching Test-Wiseness, Test Construction, and Higher Level Thinking Skills on the Scores of Blacks Taking Core Batteries I, II, or III of the National Teachers Examination.

Janice Harper, North Carolina Central University. Research study title: An Investigation of the Relationship Between Self-Perception, Self-Concept, and Academic Achievement of Learning Disabled Children.

Jane Walter, North Carolina A & T State University. Research study title: Enhancing Faculty Development Through Quality Circles: A Pilot Study.

George Wilson, North Carolina Central University. Research study title: An Assessment of Incarcerated Juveniles' School Reentry Problems in North Carolina.

1988-1989 Educational Research Fellows and Their Research Study Titles

Dr. Etta Gravely, North Carolina A&T State University. Research study title: Evaluation of a Preparatory Chemistry Course at a Historically Black Institution.

Dr. Janice Harper, North Carolina Central University. Research study title: An Evaluation of the Student Teaching Experience at North Carolina Central University.

Dr. Charlotte Boger, Fayetteville State University. Research study title: The Tendency of Pre-Service Student Teachers to Abandon Research-Based Teaching/Learning and Management/Discipline Strategies Taught in Professional Education Courses.

Ms. Deborah Daniels, Winston-Salem State University. Research study title: The Relationships of Faculty and Staff at Historically Black Colleges and Universities and Professional Associations and Learned Societies.

Dr. Deborah Callaway, North Carolina A&T State University. Research study title: Workshop Intervention Effects on Teacher Dyadic Interactions and Achievement Responsibility of High and Low Expectancy Students.

Dr. Robert Creecy, North Carolina Central University. Research study title: Correlates of Willingness to Consider Organ Donation Among Blacks.

Dr. Nosa Obanor, Fayetteville State University. Research study title: The Relationship Between Students' AIDS Knowledge, Attitude, Sexual Practices and Their Health Locus of Control.

Dr. DeLayne Connor Shah, Winston-Salem State University. Research study title: The Development of Communication Skills in Pre-adolescence and Adolescence.

Senior Fellows

Dr. Robert Davis, North Carolina A&T State University

Dr. Waltz Maynor, North Carolina Central University

Dr. Ladelle Olion, Fayetteville State University

Dr. Wilveria Atkinson, Winston-Salem State University

9 March, 1989

Dear Colleague:

It is my pleasure to invite you to participate in a significant event in North Carolina's academic history. On Friday, April 14th, The Fund for the Improvement of Postsecondary Education of the U.S. Department of Education and the Center for Educational Research and Evaluation of UNC-Greensboro will co-sponsor the Second Annual North Carolina Conference on Educational Research in Historically Black Universities. The conference will be held in the auditorium of the Butler Building at Fayetteville State University, beginning at 8:30 a.m and ending at 5:00 p.m.

The conference will provide an opportunity to learn about the results of research studies concerned with a multiplicity of educational problems -- ranging from effective strategies for alerting our undergraduate student populations to the dangers of AIDS, to factors influencing the participation of minority faculty members in professional and scholarly organizations, to methods for assessing and influencing the degree to which adolescents are willing to assume responsibility for their own school activities and performances. In addition, the Vice Chancellors for Academic Affairs of four of North Carolina's historically black universities will conduct a trenchant discussion of their strategies for increasing the educational research participation of their faculties, and Dr. Donald M. Stewart, President of The College Board, will speak on the Individual and Institutional Effects of Standardized Testing on the Society of the United States. There is much more; a complete program for the conference is enclosed.

There is no charge for attending the conference. However, I would appreciate your letting me know whether you will be able to attend. I hope you will be with us to learn, to mark an important event in our academic calendar, and to celebrate the achievements of educational researchers in North Carolina's historically black universities.

Sincerely,

Richard M. Jaeger
Professor and Director

FIPSE PROJECT TO INCREASE THE EDUCATIONAL RESEARCH AWARENESS OF FACULTY IN THE HISTORICALLY BLACK CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA

EVALUATION CROSSWALK 1988-89

rmation to be gathered from:

= Educational Research Fellows (New & Continuing)
= Senior Educational Research Fellows
= Mentors
= Policy Advisory Board
= Conference/Workshop Participants
= Project Staff

INFORMATION SOURCES
1 = Project Documents
2 = Needs Assessment
3 = Research Seminar Reports
4 = Mentors' Logs
5 = Mid-Project Survey
6 = Workshop & Conference Evaluations
7 = End-of-Project Survey
8 = Fellows' Research

EVALUATION QUESTIONS	1	2	3	4	5	6	7	8
roposed Project Activities								
ducational Research Fellowships								
MENTARY								
1. Which of the Educational Research Fellows became members in AERA and NCARE? Attended the annual meetings?	PS				F			
2. What local mentorships were established and maintained for the Educational Research Fellows?	PS				F,M			
3. What institutional and other support did the Educational Research Fellows receive toward completion of their research projects?					F		FP3	
4. What was the level of participation of Educational Research Fellows at the microcomputer workshop?	PS					F		
5. What was the level of participation of the Educational Research Fellows at the five Research Seminars held at UNCG?	PS						F	
6. What was the level of particiaption of the Educational Research Fellows at the Structural Equations Workshop?	PS					F,C		
7. What was the level of participation of Educational Research Fellows at the Educational Research Conference?	PS					F,C		
8. What was the level of participation of Educational Research Fellows at the writing for publication workshop?	PS					F,C		

FIPSE PROJECT TO INCREASE THE EDUCATIONAL RESEARCH AWARENESS OF FACULTY IN THE HISTORICALLY BLACK CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA

EVALUATION CROSSWALK 1988-89

Information to be gathered from:

F = Educational Research Fellows (New & Continuing)
S = Senior Educational Research Fellows
M = Mentors
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EVALUATION QUESTIONS	1	2	3	4	5	6	7	8
I. Proposed Project Activities A. Educational Research Fellowships								
DOCUMENTARY (con't)								
9. What was the level of participation of the Educational Research Fellows in special meetings at the AERA annual meeting?	PS						F	
FORMATIVE								
1. What were the Educational Research Fellows' perceptions of their participation in the Project?					F	F		
a. Do the Educational Research Fellows accept the project's expectations for them?	PS	F						
b. What problems (if any) were present that inhibited full project participation by the Educational Research Fellows?	PS	F			F			
c. Do the Educational Research Fellows feel that the research seminar is consistent with their needs?	PS	F			F			
d. Do the Educational Research Fellows feel that their mentor is serving their needs?	PS	F			F			
e. What improvements (if any) would the Educational Research Fellows like to see in their local mentor relationship?	PS	F			F			
f. Do the Educational Research Fellows feel that beinga member of NCARE is of benefit to them?		F			F			
g. Do the Educational Research Fellows feel that being a member of AERA is of benefit to them?		F			F			

FIPSE PROJECT TO INCREASE THE EDUCATIONAL RESEARCH AWARENESS OF FACULTY IN THE HISTORICALLY BLACK CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA

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EVALUATION QUESTIONS	1	2	3	4	5	6	7	8
roposed Project Activities Educational Research Fellowships								
TIVE (con't)								
h. Do the Educational Research Fellows feel that they are receiving adequate support for project participation from their home institution?		F			F			
i. What improvements (if any) would the Educational Research Fellows like to see in the support provided by their home institution?					F			
2. What were the Mentors' perceptions of their participation in the Project?				1				
3. What were the Policy Advisory Board Members' perceptions of their participation in the Project?					P3			
4. What were the Project Staffs' perceptions of their participation in the Project?	PS							
IVE								
From the perspectives of the:								
Educational Research Fellows								
a. How satisfied were the Educational Research Fellows with their project participation? To what extent were expectations met?							F	
b. Did Fellows' contact with local Mentors facilitate their development as educational researchers? How?							F	

EVALUATION CROSSWALK 1988-89

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EVALUATION QUESTIONS	1	2	3	4	5	6	7	8
I. Proposed Project Activities								
A. Educational Research Fellowships								
SUMMATIVE (con't)								
c. Of what value was the research seminar? What new research tools did the Educational Research Fellows acquire?	PS						F	
d. Of what value was the microcomputer workshop?							F	
e. Of what value were memberships in AERA and NCARE? Attendance at the annual meetings?							F	
f. Of what value was the structural equations workshop?							F	
g. Of what value was the writing for publication workshop?							F	
h. Of what value was the writing for publication workshops?							F	
i. What were the relative merits of the various components of the Fellowship (seminar, mentorship, workshops, participation in AERA and NCARE)?							F	
2. Mentors								
a. How satisfied were the Mentors with their participation in the Project? To what extent were expectations met?				M			M	
b. Were materials and instructions adequate for facilitating effective Mentor participation?							M	

EVALUATION CROSSWALK 1988-89

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EVALUATION QUESTIONS	1	2	3	4	5	6	7	8
I. Proposed Project Activities								
A. Educational Research Fellowships								
SUMMATIVE (con't)								
c. Were Mentors able to respond to the questions and needs of the Educational Research Fellows?				1			M	
d. Did Mentors receive sufficient feedback to provide satisfaction that they were fulfilling their responsibilities?							M	
e. What aspects of the Project were especially valued by the Mentors?							M	
f. What suggestions do Mentors have for future projects?							M	
3. Policy Advisory Board								
a. How did Policy Advisory Board members view the relative merits of the Educational Research Fellowship components for the Fellows?							PB	
b. What were Policy Advisory Board members' overall reaction to the project?							PB	
c. What suggestions do Policy Advisory Board members have for future projects?							PB	
4. Project Staff								
a. How did Project staff members view the relative merits of the Educational Research Fellowship components for the Fellows?	PS							

EVALUATION CROSSWALK 1988-89

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EVALUATION QUESTIONS	1	2	3	4	5	6	7	8
B. Increasing the educational research awareness of faculty members in the Historically Black Institutions of the University of North Carolina								
DOCUMENTARY								
1. What was the level of participation of faculty at the Historically Black Campuses at the Educational Research Conference?	PS					F,C		
2. What was the level of participation of faculty at the Historically Black Campuses at the workshops on writing for publication?	PS					F,C		
SUMMATIVE								
1. How did faculty at the Historically Black Campuses, attending the Educational Research Conference, increase their educational research awareness?						F,C		
2. How did faculty at the Historically Black Campuses, participating in the writing for publication workshop, increase their educational research awareness?						F,C		
II. Faculty and Institutional Development Activities								
A. Faculty Development								
DOCUMENTARY								
1. How many educational research papers were produced by Educational Research Fellows in during the project year?	PS							F

EVALUATION CROSSWALK 1988-89

Information to be gathered from:

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SF = Senior Educational Research Fellows
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EVALUATION QUESTIONS	1	2	3	4	5	6	7	8
II. Faculty and Institutional Development Activities								
A. Faculty Development								
DOCUMENTARY (con't)								
2. How many educational research papers were presented at professional meetings by Educational Research Fellows?	PS							F
3. How many educational research papers by Educational Research Fellows were published during the project year?	PS							F
4. How many grant proposals to conduct educational research were submitted by the Educational Research Fellows?	PS							F
5. In what ways were project activities disseminated?	PS							
SUMMATIVE								
1. To what extent did the Educational Research Fellows and other Historically Black Institutions' Faculty increase their knowledge of writing for publication?						F,C	F	
2. To what extent did the Educational Research Fellows change their professional orientation toward conducting educational research?							F	

EVALUATION CROSSWALK 1988-89

Information to be gathered from:

= Educational Research Fellows (New & Continuing)
SF = Senior Educational Research Fellows
= Mentors
B = Policy Advisory Board
= Conference/Workshop Participants
PS = Project Staff

INFORMATION SOURCES
1 = Project Documents
2 = Needs Assessment
3 = Research Seminar Reports
4 = Mentors' Logs
5 = Mid-Project Survey
6 = Workshop & Conference Evaluations
7 = End-of-Project Survey
8 = Fellows' Research

EVALUATION QUESTIONS	1	2	3	4	5	6	7	8
II. Faculty and Institutional Development Activities								
B. Institutional Development								
DOCUMENTARY								
1. Who participated in the Policy Advisory Board?	PS							
2. How often and where did the Policy Advisory Board meet?	PS							
3. What resulted from the Policy Advisory Board meetings?	PS							
FORMATIVE								
1. What do the Policy Advisory Board members see as the facilitative and the inhibitive functions of their institutions in increasing the educational research participation of their faculty?					PB			
2. Do the Policy Advisory Board members understand their role in the Project?					PB			
3. Do the Policy Advisory Board members feel that the Historically Black Institutions have been adequately involved in project planning?					PB			
4. In what ways (if any) do the Policy Advisory Board members feel that the processes of project participation by the Historically Black Iinstitutions could be improved?					PB			

EVALUATION CROSSWALK 1988-89

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EVALUATION QUESTIONS	1	2	3	4	5	6	7	8
II. Faculty and Institutional Development Activities B. Institutional Development SUMMATIVE								
1. How satisfied were the Policy Advisory Board members with their participation in the Project?							PB	
2. Specifically, what went differently than planned due the Policy Advisory Board and how helpful or not was this for the Project?	PS							
3. Do the Policy Advisory Board members feel that they were adequately consulted on major project policy decisions?							PB	
4. In what ways (if any) do the Policy Advisory Board members feel that the processes of project participation by the Historically Black Institutions could be improved?							PB	
5. In what ways (if any) do the Policy Advisory Board members feel that the processes of project participation by UNCG could be improved?							PB	
6. In what ways do Policy Advisory Board members feel that project participation has changed their institution's commitment to faculty research? What evidence can they provide?							PB	
7. Do Policy Advisory Board members feel that project participation has affected inter-institutional research relationships among the Historically Black and other Institutions?							PB	

Second Annual North Carolina Conference on Educational Research in Historically Black Universities

A Statewide Conference

April 14, 1989
8:30 a.m. - 5:00 p.m.

Little Theatre
Butler Building
Fayetteville State University
Fayetteville, North Carolina

Sponsored by
The Fund for the Improvement of Postsecondary Education
U. S. Department of Education

The Office of Academic Affairs
Fayetteville State University
and
The Center for Educational Research and Evaluation
University of North Carolina at Greensboro

8:30 - 9:00 **Orientation to the Conference**
Greetings and Welcome

Dr. Valeria Fleming
Vice Chancellor for Academic Affairs
Fayetteville State University

Introduction to the Conference

Dr. Richard M. Jaeger
Professor and Director
Center for Educational Research and Evaluation
UNC-Greensboro

9:00 - 10:00 **Keynote Address**

Syncopation in Science: The Development of a Research Career in Deconstruction

Dr. W. Curtis Banks, Professor
Department of Psychology
Howard University

10:00 - 10:15 **Coffee and Tea in the Foyer**

10:15 - 11:45 **The Research of the 1988-89 FIPSE Educational Research Fellows**

Chair: Dr. Lloyd Bond, Professor of Educational Research, UNC-Greensboro

Research Presentations:

Correlates of Willingness to Consider Organ Donation Among Blacks

Dr. Robert Creecy, Assoc. Professor
Department of Sociology
North Carolina Central University

Workship Intervention Effects on Teacher Dyadic Interactions and Achievement Responsibility of High and Low Expectancy Students

Dr. Deborah Calloway
Asst. Professor and Chair
Dept. of Health and Physical Education
North Carolina A & T State University

Minority Participation in Professional Associations: A Pilot Study

Ms. Deborah Daniels, Asst. Professor
Department of Social Sciences
Winston-Salem State University

AIDS Knowledge, Sexual Practices and Health Locus of Control of College Students

Dr. Nosa Obanor, Asst. Professor
Department of Health and
Physical Education
Fayetteville State University

Reactor and Discussant:

Dr. Robert Davis, Professor
Department of Sociology
North Carolina A & T State University

11:45 - 1:15 **Recess for Lunch**

1:15 - 2:15 **A Symposium on Educational Research Policy**

Opportunities and Challenges to Educational Research in the Historically Black Institutions of the University of North Carolina

Dr. Mickey Burnim, Vice Chancellor
for Academic Affairs
North Carolina Central University

Dr. Valeria Fleming
Vice Chancellor for Academic Affairs
Fayetteville State University

Dr. Edward J. Hayes, Vice Chancellor
for Academic Affairs
North Carolina A & T State University

Dr. Alex Johnson, Vice Chancellor
for Academic Affairs
Winston-Salem State University

Introduction of the Respondents:

Dr. Mickey Burnim, Vice Chancellor
for Academic Affairs
North Carolina Central University

2:15 - 2:40 **Response on Behalf of the North Carolina General Assembly**

Senator William N. Martin
North Carolina General Assembly

2:40 - 3:05 **Response on Behalf of the Governor of North Carolina**

Dr. Lee Monroe, Special Assistant for
Education, Office of the Governor

3:05 - 3:20 **Refreshments in the Foyer**

3:20 - 3:40 **Response on Behalf of the General Administration of the University of North Carolina**

Dr. Richard W. Linton, Asst. Vice President
for Research, General Administration,
University of North Carolina

3:40 - 4:00 **Response on Behalf of the Fund for the Improvement of Postsecondary Education, U. S. Department of Education**

Ms. Jaymie Lewis, Program Officer
FIPSE, U. S. Department of Education

4:00 - 4:45 **Introduction of the Keynote Speaker**

Dr. LaDelle Olion
Director of Graduate Studies
Fayetteville State University

Keynote Address:

The Individual and Institutional Effects of Standardized Testing on the Society of the United States

Dr. Donald M. Stewart, President
The College Board

4:45 - 5:00 **Summation of the Conference and the Challenge Ahead**

Dr. Jack I. Bardon, Excellence Foundation
Professor and Director of the Collegium
for the Advancement of Schools,
Schooling, and Education
UNC-Greensboro

This conference is supported by the Fund for the Improvement of Postsecondary Education of the U. S. Department of Education under a grant to the Center for Educational Research and Evaluation of the University of North Carolina at Greensboro.

Dr. Richard M. Jaeger, Project Director
Dr. Rita G. O'Sullivan, Project Evaluator
Dr. Edwin D. Bell, Mentorship Coordinator
Ms. RaVonda Dalton-Rann, Conference Coordinator
Ms. Sandra M. Drury, Research Assistant
Ms. April J. Callahan, Administrative Assistant

NOTES